

## Grammar 17

- 1**
- 1) *the*
  - 2) *a*
  - 3) *the*
  - 4) *-*
  - 5) *the*
  - 6) *The*
  - 7) *the*
  - 8) *-*
  - 9) *a*
  - 10) *the*
  - 11) *-*
  - 12) *the*
  - 13) *the*
  - 14) *-*
  - 15) *-*
  - 16) *the*
  - 17) *the*
  - 18) *-*
  - 19) *the*
  - 20) *the*
  - 21) *-*
  - 22) *the*
  - 23) *-*
  - 24) *a/-*
  - 25) *the*
  - 26) *a*
  - 27) *the*
  - 28) *the*
  - 29) *a*
  - 30) *-*
- 2**
- a) *the, the*
  - b) *-, a*
  - c) *the, -*
  - d) *a, a*
  - e) *a, -, the*
  - f) *the, -, an*
  - g) *The, -*
  - h) *The, the*
  - i) *the, the*
  - j) *the, -*
- 3**
- a) *It's not first-class accommodation unless it has a private bathroom.*
  - b) *On this record the twins play a piano duet.*
  - c) *Halfway through the meal we realised what the waiter had said.*
  - d) *If a/- Mrs Hillier phones, say I'm away on a trip.*
  - e) *There is wonderful scenery in the eastern part of Turkey.*
  - f) *The cocker spaniel is one of the most popular pet dogs.*
  - g) *There is going to be fog and cold weather all next week.*
- h)** *I spent a very interesting holiday at Lake Coniston in England.*
- i)** *We are against war in general, so of course we are against a war like this between a superpower and a developing country.*
- j)** *Burglaries are definitely on the increase.*
- 4**
- a) *the*
  - b) *the, a/the, a, a*
  - c) *a, -*
  - d) *The, -*
  - e) *-, the, the, the/-, the*
  - f) *the, the*
  - g) *the/-, -*
  - h) *a, -, the*
  - i) *The, the*
  - j) *The, the, the*
- 5**
- a) *the, the, a*
  - b) *the, -*
  - c) *the, the*
  - d) *-, -*
  - e) *the, a, -, the*
  - f) *The, a, -*
  - g) *a, the*
  - h) *the, a*
  - i) *the, a*
- 6** The word processor and the calculator are without a shadow of doubt here to stay, and in the many respects our lives are the much richer for them. But the teachers and other academics are claiming that we are now starting to feel the first significant wave of their effects on a generation of the users. It seems nobody under the age of 20 can spell or add up any more. Even several professors at leading universities have commented on the detrimental effect the digital revolution has had on the most intelligent young minds in the country. The problem, evidently, lies with the automatic spellcheck now widely available on the word processing software. Professor John Silver of the Sydney University, Australia, said: 'Why should we bother to learn how to spell correctly, or for that matter to learn even the most basic of the mathematical sums, when at the press of a button we have our problem

answered for us. The implications are enormous. Will the adults of the future look to the computer to make the decisions for them, to tell them who to marry or what the house to buy? Are we heading for a future individual incapable of the independent human thought?'

7. a) *the, the, the*  
b) *-, the*  
c) *-, a, a*  
d) *a, -*  
e) *-, the, the*  
f) *a, The*  
g) *the, the*  
h) *-, the*  
i) *an, the*  
j) *-, the, the*
8. a) *-, the, a, -*  
b) *-, -, a*  
c) *The, the*  
d) *the, the*  
e) *-, -, the*  
f) *a, -*  
g) *an, a, -*  
h) *The, -, a*  
i) *-, -, a, -*  
j) *The, -, -*